

Lloyd-Kennedy Charter School

222 Beaufort Street, NE
Aiken, South Carolina 29801

Grades 5–8 Middle School

Enrollment 63 Students

Principal Keisha Lloyd-Kennedy 803-644-4824

Superintendent Dr. Linda B. Eldridge 803-641-2428

Board Chair Dr. John B. Bradley 803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	27	9

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 11 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Average	No
2006	Unsatisfactory	Unsatisfactory	No

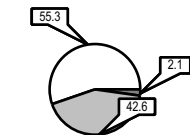
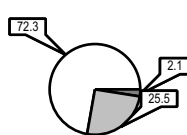
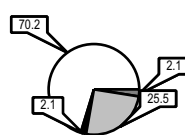
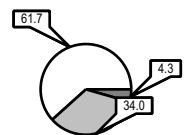
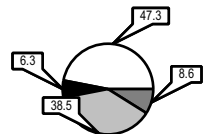
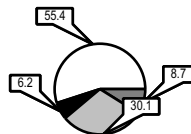
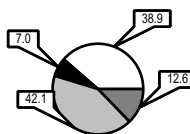
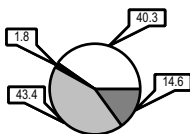
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	90.3
English 1	N/A	88.1
Biology 1/Applied Biology 2	N/A	55.3
Physical Science	N/A	27.1
All Subjects	N/A	86.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	62	100.0	55.3	42.6	2.1	0.0	2.1	No	Yes
Gender									
Male	41	100.0	58.1	41.9	0.0	0.0	0.0	N/A	N/A
Female	21	100.0	50.0	43.8	6.3	0.0	6.3	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	54	100.0	57.8	40.0	2.2	0.0	2.2	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	52	100.0	47.5	50.0	2.5	0.0	2.5	N/A	N/A
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	62	100.0	55.3	42.6	2.1	0.0	2.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	62	100.0	55.3	42.6	2.1	0.0	2.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	44	100.0	52.8	44.4	2.8	0.0	2.8	I/S	Yes
Full-pay meals	18	100.0	63.6	36.4	0.0	0.0	0.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	62	98.4	72.3	25.5	2.1	0.0	4.3	No	Yes
Gender									
Male	41	97.6	74.2	22.6	3.2	0.0	6.5	N/A	N/A
Female	21	100.0	68.8	31.3	0.0	0.0	0.0	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	54	98.1	75.6	24.4	0.0	0.0	0.0	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	52	98.1	67.5	30.0	2.5	0.0	5.0	N/A	N/A
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	62	98.4	72.3	25.5	2.1	0.0	4.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	62	98.4	72.3	25.5	2.1	0.0	4.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	44	97.7	72.2	27.8	0.0	0.0	2.8	I/S	Yes
Full-pay meals	18	100.0	72.7	18.2	9.1	0.0	9.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	62	98.4	70.2	25.5	2.1	2.1	4.3
Gender							
Male	41	97.6	71.0	25.8	0.0	3.2	3.2
Female	21	100.0	68.8	25.0	6.3	0.0	6.3
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	54	98.1	71.1	26.7	2.2	0.0	2.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	52	98.1	67.5	27.5	2.5	2.5	5.0
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	62	98.4	70.2	25.5	2.1	2.1	4.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	62	98.4	70.2	25.5	2.1	2.1	4.3
Socio-Economic Status							
Subsidized meals	44	97.7	72.2	25.0	2.8	0.0	2.8
Full-pay meals	18	100.0	63.6	27.3	0.0	9.1	9.1

Social Studies							
All Students	62	98.4	61.7	34.0	4.3	0.0	4.3
Gender							
Male	41	97.6	67.7	29.0	3.2	0.0	3.2
Female	21	100.0	50.0	43.8	6.3	0.0	6.3
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	54	98.1	62.2	35.6	2.2	0.0	2.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	52	98.1	55.0	40.0	5.0	0.0	5.0
Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	62	98.4	61.7	34.0	4.3	0.0	4.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	62	98.4	61.7	34.0	4.3	0.0	4.3
Socio-Economic Status							
Subsidized meals	44	97.7	63.9	33.3	2.8	0.0	2.8
Full-pay meals	18	100.0	54.5	36.4	9.1	0.0	9.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	71.4	28.6	0.0	0.0	0.0
	8	14	100.0	25.0	33.3	41.7	0.0	41.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
	7	19	100.0	50.0	42.9	7.1	0.0	7.1
	8	25	100.0	52.6	47.4	0.0	0.0	0.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	85.7	14.3	0.0	0.0	0.0
	8	14	100.0	41.7	50.0	8.3	0.0	8.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	11	90.9	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
	7	19	100.0	64.3	35.7	0.0	0.0	0.0
	8	25	100.0	84.2	10.5	5.3	0.0	5.3
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	8	14	100.0	50.0	50.0	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	11	90.9	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
	7	19	100.0	71.4	21.4	7.1	0.0	7.1
	8	25	100.0	57.9	36.8	0.0	5.3	5.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	6	100.0	I/S	I/S	I/S	I/S	I/S
	6	14	100.0	I/S	I/S	I/S	I/S	I/S
	7	17	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
	8	14	100.0	58.3	41.7	0.0	0.0	0.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	11	90.9	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
	7	19	100.0	78.6	14.3	7.1	0.0	7.1
	8	25	100.0	52.6	42.1	5.3	0.0	5.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 63)				
Students enrolled in high school credit courses (grades 7 & 8)	9.8%	Down from 44.4%	11.9%	16.7%
Retention rate	6.6%	Down from 11.7%	3.0%	2.5%
Attendance rate	95.1%	Down from 95.6%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.8%	3.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.8%	2.8%	1.0%
Eligible for gifted and talented	1.4%	Down from 3.3%	12.3%	15.6%
On academic plans	37.7%	N/AV	48.7%	39.9%
On academic probation	29.5%	N/AV	0.3%	0.7%
With disabilities other than speech	10.1%	Down from 11.7%	13.8%	12.4%
Older than usual for grade	11.1%	Down from 13.0%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.9%	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 14)				
Teachers with advanced degrees	N/A	N/A	51.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	25.0%	N/A	13.1%	9.1%
Teachers with emergency or provisional certificates	N/A	N/A	11.6%	5.6%
Teachers returning from previous year	N/A	N/A	83.4%	84.6%
Teacher attendance rate	98.5%	Up from 97.4%	94.8%	94.8%
Average teacher salary	N/A	N/A	\$42,005	\$42,267
Prof. development days/teacher	10.0 days	Down from 12.8 days	11.6 days	11.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 8.4 to 1	20.0 to 1	21.1 to 1
Prime instructional time	94.0%	Up from 93.1%	88.8%	89.0%
Dollars spent per pupil*	\$10,394	Up 62.1%	\$6,876	\$6,243
Percent of expenditures for teacher salaries*	45.2%	Down from 58.3%	58.8%	59.8%
Percent of expenditures for instruction*	77.2%		65.0%	65.2%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	98.5%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The LKCS was created to help students who are not experiencing success academically, socially, and/or personally in a traditional school setting. Therefore, by definition, our student body is subject to yearly changes depending upon the individual needs of our students. It is our job to identify those needs and provide a small nurturing environment in which to educate the whole child. This means we are interested in a child's social development and personal growth as well as his or her academic progress. The LKCS has always maintained a diverse student population throughout the past three years; our range of students spans from the academically gifted and talented to special needs. Still, over half of our student population has always consisted of students who are performing below grade level. We have always used benchmark testing to evaluate student academic performance in order to teach to the weaknesses and strengths of our students. Unfortunately, the State Report card does not reflect our success with these students. When reporting school data on State Report Cards, the U.S. Department of Education requires each State to give an account of subgroups such as racial/ethnic group, subsidized meals, disability, and limited English proficiency. Still, the educational advancements we have made with all of our students have been very significant. Our Compliance Index has continued to increase over the past three years:

2002-2003 - The LKCS met 5 out of 9 of the objectives, with a Compliance Index of 55.5.

2003-2004 - The LKCS met 8 out of 11 of the objectives, with a Compliance Index of 72.7.

2004-2005 - The LKCS met 6 out of 7 of the objectives, with a Compliance Index of 93.9.

We will continue to work with parents and the School District to maintain this achievement trend. There is no reason why our students, no matter their academic, personal, and social obstacles, can not be the future scientists, teachers, doctors, and lawyers of the world.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	24	21
Percent satisfied with learning environment	100.0%	54.2%	90.0%
Percent satisfied with social and physical environment	100.0%	58.3%	76.2%
Percent satisfied with school-home relations	75.0%	83.3%	76.2%

*Only students at the highest middle school grade level at this school and their parents were included.